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ABSTRACT

A survey was conducted at the Chulalongkorn University Language Institute in Thailand to identify societal needs for using English. The following issues were investigated: (1) the extent to which English was being used and was needed by Thai government personnel; (2) the extent and purpose of using listening, speaking, reading, writing, and translation skills; (3) the adequacy of English skills obtained from educational institutions; (4) and the actual skill levels attained and the desired levels to be attained. A total of 486 subjects were surveyed in government agencies, state enterprises, and business firms in Bangkok. Results of the study indicated that government agencies and state enterprises used English moderately and that the businesses used it more frequently. The required skills were ranked in the following order of importance: reading (most important), writing, listening, speaking, and translation. The language use profiles in Thai society are concluded to be appropriate as guidelines for the design of English syllabi. Two subsequent surveys studied the management of graduate English programs in seven other higher education institutions, and the needs of graduate English programs in Chulalongkorn University. Nineteen tables supplement the narrative. Contains 10 references. (LB)

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Steps in EFL Graduate Program Design by the Language Institute, Chulalongkorn University

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Chulalongkorn University Language Institute

Background

The Chulalongkorn University Language Institute (CULI) is responsible for service English program offered to students in all faculties. In the first year, six credits of Foundation English are required for all students numbering approximately four thousand. English for academic purposes and advanced English courses are offered to students in higher years in nine faculties. Besides these courses, CULI also provides extension, intensive and special English courses to requesting persons or agencies. At the graduate level, studies have been made to plan the syllabus.

Steps in CULI's EFL Graduate Program Design

STEP ONE

The author and two other researchers were granted funds by the National Educational Commission to conduct survey research on the societal needs for using English. The purposes of the survey were to find out about the following:

1. the extent of English use and the types of English being used and needed by personnel in Thai government agencies, state enterprises and business circles

2. the extent and the purposes of using the skills of listening, speaking, reading, writing and translation

3. the adequacy of English skills obtained from

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educational institutes.

The survey also intended to find out about the following issues:

1. the number and types of personnel using English at work in the three sectors previously mentioned, i.e., government agencies, state enterprises and business circles

2. the degree to which English skills are needed

3. types of skills, language contents, skill modes, fields and channels of language use, and objectives of English use

4. the actual English skill levels of personnel and the desired levels to be attained.

Subjects of the survey were administrators and managers of government agencies, state enterprises and business firms located in Bangkok. The survey had two phases. The main study was in Phase II, which involved 486 subjects.

Results of the survey indicated that government agencies and state enterprises used English moderately whereas business sectors used more English. The ratio of those who needed English at work and those who did not was 1:4. Among the five skills, reading was used most, writing ranked second, listening came third, speaking ranked fourth and translation was fifth. Analyses of the types of skills needed yielded the following results (only the highest ranked items are shown).

Listening

Direction: Listen to the fellow conversants

Content: Dialogues

Purpose: For conversation

Speaking

Type: Conversation

Conversant: Business customers, visitors or guests

Purpose: Giving facts and data

Reading

Content: Magazines, journals, documents and business letters

Purpose: Find out facts about work

Writing

Correspondent: Other related agencies or firms

Type: Official or business letters

Purpose: Official/Business correspondence

Translation

Content: Report, text and other letters

Purpose: To report to employers/supervisors and to relay information to collegues

Statistical studies to find out the differences between the actual skill levels of the personnel and the desired levels of skills to be attained were significant at .001.

Furthermore, administrators felt that the English skills their personnel had obtained from educational institutions ranged from inadequate to quite adequate.

Implication of the Study

The study yielded language use profiles in Thai society which could serve as guidelines for the design of English syllabuses aiming at catering for social needs, especially for the advanced level of education.

STEP TWO

In 1980-1981 CULI conducted a survey to find out about the management of graduate English programs in seven other

institutes of higher education, i.e., Kasetsart University, Chiang Mai University, Mahidol University, Thammasart University, the National Institute of Development Administration (NIDA), the Asian Institute of Technology (AIT) and the Language Center of the Department of Technical and Economic Cooperation (DTEC).

Results of the survey were as follows:

In most institutes a screening test a placement test was used before admission to exempt the candidates or to differentiate the English levels of the candidates. Generally the four skills were taught. Except for Chiang Mai University, where EAP programs were given, other institutes of higher education offered general English courses. Only two of the seven institutes had intensive English programs. Five others offered their graduate English programs as regular courses with the number of hours ranging from three to six per week. In addition, most inssstitutes held the programs on a non-credit basis.

STEP THREE

After the survey in Step Two, CULI conducted a needs assessment of graduate English programs in Chulalongkorn University. Three hundred and thirty seven instructors and graduate students constituting the subjects of the study were from twelve faculties, i.e., Political Science, Law, Economics, Commerce and Accountancy, Architecture, Engineering, Science, Pharmacy, Veterinary Medicine, Dentistry, Medicine and Communication Arts. Of these, 157 or 46.6% were instructors, while 180 or 53.4% were graduate students. The ratio of the graduate students with previous work experience and those

without was 13:5, indicating that the majority either had worked or were working at the time of the survey.

Findings

Summaries of the findings from the survey of the twelve aforementioned faculties are presented in the following tables.

Table 1

Significance of English

1 = not at all
2 = very little
3 = moderate
4 = much

Opinion	X	S.D.	Mode
Students			
How much is English needed at work?	2.66	0.78	3.00
How essential is English at work?	3.62	0.70	4.00
Instructors			
How essential is graduate English?	3.69	0.63	4.00

Table 1 indicates that both graduate students and instructors felt that English was essential at work, moderately so for students and very much so for instructors.

Table 2

Compulsory or Elective English

	Compulsory	Elective
Students	48.1%	44.6%
Instructors	51.9%	55.9%
Total	49.1%	50.9%

$X^2 = 0.279$, DF = 1, $p > .05$

Table 2 indicates that slightly more subjects thought that graduate English should be an elective subject rather than a compulsory one. Moreover, instructors and students were not statistically different in their opinion in this regard.

Table 3

Uses of English Test Scores

	Yes	No	No Opinion
Should English be included as a criterion for the screeing of applicants for the program?	52.2%	45.7%	2.1%
Should the English test score be used to exempt students from English courses?	47.2%	45.4%	7.4%
Should the English test score be used to place students at various ability levels?	41.2%	50.4%	8.3%

From the table we can conclude that English test scores should be included in screening the applicants for admission to

graduate programs in Chulalongkorn University and used as a criterion for exemption from English courses. The majority, however, felt that the scores should net be used to place students.

Table 4

Types of Program

	General English (GE)	English for Academic Purposes (EAP)	GE&EAP	No Opinion
Students	13.6 %	24.3 %	62 %	-
Instructors	11.3 %	37.1 %	51 %	0.6 %
Total	12.5 %	30.2 %	57 %	0.3 %

The table reveals that the majority of students and instructors wanted graduate English to contain both a general English component and an English for Academic Purposes component.

Table 5

Importance Weighting of the Skills

1 = not at all 2 = least 3 = less 4 = little 5 = moderate
6 = much 7 = very much

Rank	Skills	X	S.D.	Kurtosis	Skewness
1	Reading	6.11	0.97	4.37	-1.49
2	Translation	5.92	1.06	3.96	-1.50
3	Listening	5.90	0.92	2.89	-1.04
4	Writing	5.84	0.89	2.03	-0.73

5	Speaking	5.61	1.04	3.05	-1.04

The table shows that reading was rated as the most important skill, translation was second, listening third, writing fourth and speaking fifth. Kurtosis values were over zero, indicating that the subjects' responses were rather similar. The rating means wre all high, leading to negative skewness of the distribution.

Tables 6.1, 6.2 and 6.3 concern practicing the listening skills.

Table 6.1

Channel of Listening

Rank	Channel	N	%
1	Conversant	196	58.2
2	Lecturer	177	52.5
3	Tape	163	48.4
4	T. V.	89	26.4
5	Discussion	81	24.0
6	Meeting/Report	74	22.0
7	Radio	70	20.8
8	Telephone	20	5.9

The types of listening practice most needed at graduate level was listening to real-life conversations, and tape recordings. Listening to telephone conversations was rated as the least significant.

Table 6.2

Content of Listening

1 = little 2 = moderate 3 = much

Rank	Content	X	S. D.	Kurtosis	Skewness
1	Lecture	2.74	0.48	1.50	-1.57
2	Conversation	2.57	0.58	0.00	-0.99
3	Report	2.41	0.62	-0.59	-0.57
4	News	2.40	0.63	3.55	0.52
5	Discussion	2.37	0.67	-0.69	-0.61
6	Meeting	2.23	0.67	-0.77	-0.30
7	Instructions	2.11	0.70	-0.55	0.16
8	Music	1.71	0.69	-0.83	0.45

The table reveals that the contents of listening to be practised most were listening to lectures and listening to conversations. Listening to music was the least significant.

Table 6.3

Purposes of Listening

1 = little, 2 = moderate, 3 = much

Rank	Purposes	X	S.D.	Kurtosis	Skewness
1	To converse	2.65	0.56	0.83	-1.34
2	To write reports	2.54	0.59	-0.22	-0.87
3	To translate	2.48	0.63	-0.34	-0.83
4	To write critical reviews/	2.44	0.74	-1.38	-0.26

	reports				
4	To speak critically about	2.44	0.65	-0.51	-0.72
6	To make short notes	2.43	0.66	-0.54	-0.71
7	To receive or to follow instructions	2.17	0.69	-0.88	-0.24
8	To make full notes	2.07	0.73	-1.11	-0.11

The table indicates that listening practice should be for the purposes of conversation, report writing and translation. Other purposes should be practiced moderately.

Tables 7.1, 7.2, and 7.3 concern practicing the speaking skills.

Table 7.1

Content of Speaking

1 = little, 2 = moderate, 3 = much

Rank	Content	X	S. D.	Kurtosis	Skewness
1	Conversation	2.67	0.52	0.52	-1.24
2	Lecture	2.40	0.65	-0.60	-0.63
3	Discussion	2.21	0.68	-0.84	-0.29
4	Interview	2.18	0.64	0.65	-0.19
5	Speech	1.79	0.76	4.28	1.21
6	Debate	1.61	0.66	-0.62	0.65

The type of practice needed "much" was conversation while giving lectures, discussions, interviews and speeches were needed "moderately". The degree of needs for practicing debates was between "little" and "moderately".

Table 7.2

The Conversants

1 = little, 2 = moderate, 3 = much

Rank	Conversant	X	S. D.	Kurtosis	Skewness
1	Fellow workers, colleagues	2.08	0.77	-1.31	-0.11
2	Customers	2.07	0.81	-1.48	-0.13
3	A group of listeners	1.98	0.77	1.30	0.03
4	Visitors at work	1.98	0.76	-1.26	0.04
5	Employers/Chiefs	1.94	0.79	-1.40	0.11
6	Employees/Subordinates	1.68	0.75	-0.97	0.61

The table indicates that speaking practice should be done with colleagues and customers more than with a group of listeners, visitors, employers or employees.

Table 7.3

Purposes of Speaking

1 = little, 2 = moderate, 3 = much

Rank	Purposes	X	S. D.	Kurtosis	Skewness
1	To give facts or data	2.63	0.58	0.74	-1.32

2	To ask for facts or data	2.56	0.62	0.13	-1.09
3	To ask for reasons /rationales	2.50	0.66	-0.30	-0.91
4	To give reasons/ rationales	2.45	0.65	-0.45	-0.78
5	To ask about opinions	2.44	0.67	-0.49	-0.80
6	To give opinions	2.439	0.65	-0.49	-0.75
7	To ask for advice	2.430	0.65	-0.53	-0.72
8	To provide information about work	2.42	0.69	-0.57	-0.78
9	To give information about oneself /others	2.39	0.62	-0.64	-0.48
10	To seek information for oneself/ others	2.32	0.64	-0.69	-0.40
11	To give advice	2.31	0.70	0.03	-0.17
12	To introduce oneself, others	2.26	0.67	-0.79	-0.36
13	To ask for help	2.23	0.69	-0.89	-0.34
14	To ask for services	2.20	0.69	-0.90	-0.29
15	To receive or welcome	2.15	0.71	-1.03	-0.24
15	To thank	2.15	0.72	-1.06	-0.23
15	To persuade	2.15	0.71	-1.42	-0.28
18	To give help	2.14	0.68	-0.83	-0.18

19	To greet/take leave	2.10	0.75	-1.20	-0.16
20	To give services	2.07	0.71	-0.97	-0.10
21	To invite/To accept-decline invitations	2.011	0.70	-0.92	-0.02
22	To ask/answer about places or location	2.005	0.74	-1.15	-0.01
23	To ask/answer about time	1.92	0.74	-1.17	-0.12
24	To ask/answer about distances	1.90	0.74	-1.13	-0.21
25	To ask for permission	1.84	0.71	-1.00	-0.24
26	To give permission	1.74	0.68	-0.82	-0.37

Table 7.3 reveals that the most important purposes of speaking practice were to provide data or facts, to ask for facts or data, to ask for reasons or rationales and to give reasons or rationales. All the purposes should be practiced from moderately to much.

Tables 8.1 and 8.2 concern practicing the reading skills.

Table 8.1

Content of Reading

1 = little, 2 = moderate, 3 = much

Rank	Content	X	S.D.	Kurtosis	Skewness
1	Magazines, journals, documents	2.882	0.42	4.58	-2.28
2	Textbooks	2.815	0.46	5.68	-2.50
3	Research	2.791	0.46	3.81	-2.12
4	Handbooks, manuals	2.592	0.61	0.46	-1.23
5	Newspapers	2.556	0.59	-0.09	-0.95
6	Officials and business letters	2.321	0.71	-0.88	-0.56
7	Instructions	2.140	0.74	-1.16	-0.23
8	Tables	2.012	0.72	-1.05	-0.02
9	Personal letters	1.876	0.72	-1.03	0.19
10	Symbols	1.832	0.72	-1.02	0.26
11	Traffic signs	1.609	0.73	-0.91	0.61

Table 8.1 reveals that practicing reading magazines, journals and documents is needed most, reading textbooks came second, research third, handbooks and manuals fourth, newspapers fifth, official and business letters sixth, instructions seventh, tables eighth, and personal letters, symbols and traffic signs were ranked ninth, tenth, and eleventh respectively.

Table 8.2

Purposes of Reading

1 = little, 2 = moderate, 3 = much

Rank	Purposes	X	S. D.	Kurtosis	Skewness
1	To do job-related research	2.708	0.56	2.17	-1.77
2	To report	2.683	0.52	0.89	-1.36
3	To translate	2.585	0.64	0.46	-1.28
4	To write conclusions	2.563	0.61	0.11	-1.07
5	To do analytical or critical writing	2.534	0.66	0.03	-1.11

From Table 8.2 we may conclude that the purposes of reading practice at graduate level were to do job-related research, to report, to translate, to write conclusion and to do analytical or critical writing. Many types of practices were needed.

Tables 9.1, 9.2, and 9.3 provide data about the writing skills.

Table 9.1

Whom to Write to

1 = little, 2 = moderate, 3 = much

Rank	To Whom	X	S.D.	Kurtosis	Skewness
1	Customers	2.17	1.32	-0.30	0.79

2	Related offices or firms	2.13	0.78	-1.33	-0.24
3	Visitors	1.95	0.76	-1.25	-0.09
4	Government agencies	1.93	0.80	-1.44	0.12
5	Employers, supervisors	1.86	0.81	-1.43	0.26
6	Colleagues	1.85	0.75	-1.19	0.26
7	Employees, subordinates	1.55	0.66	-0.46	0.80

The above table shows that writing practice should involve writing to customers, to related offices or business firms, to visitors, etc. The need for writing practice was moderate.

Table 9.2

Content of Writing

1 = little, 2 = moderate, 3 = much

Rank	Content	X	S.D.	Kurtosis	Skewness
1	Reports	2.68	0.54	1.13	-1.44
2	Proposals	2.45	0.68	-0.46	-0.84
3	Texts	2.44	0.70	-0.50	-0.86
4	Articles	2.432	0.73	-0.61	-0.88
5	Short notes	2.425	0.63	-0.56	-0.62
6	Business letters	2.19	0.76	-1.18	-0.34
7	Acknowledgement letters	2.11	0.76	-1.22	-0.18
8	Official letters	2.07	0.75	-1.20	-0.11

9	Letters of invitation	1.90	0.78	-1.34	-0.17
10	Personal letters	1.89	0.74	-1.17	-0.18
11	Instructions	1.86	0.85	0.37	1.46

The table indicates that the subjects agreed that report writing should be practiced most, proposal writing second, texts third, articles fourth and short notes fifth. Writing instruction was needed least and it should be practiced quite moderately (X = 1.86).

Table 9.3

Purposes of Writing

1 = little, 2 = moderate, 3 = much

Rank	Purposes	X	S.D.	Kurtosis	Skewness
1	To report	2.66	0.56	1.11	-1.44
2	To give academic information	2.58	0.61	-0.27	-1.44
3	To propose projects	2.48	0.71	-0.34	-0.99
4	To offer opinions	2.44	0.70	-0.52	-0.87
5	To describe process	2.33	0.76	-1.00	-0.63
6	To give general information	2.32	0.65	-0.71	-0.43
7	To argue	2.25	0.78	-1.23	-0.16
8	To make business	2.23	0.75	1.12	-0.39

	contacts				
9	To describe events	2.12	0.76	-1.24	-0.20
10	To make official contacts	2.09	0.78	-1.32	-0.16
11	To persuade	2.07	0.84	-1.58	-0.14
12	To make personal contacts	1.97	0.80	-1.43	0.06
13	To order goods	1.94	0.83	-1.54	0.12
14	To describe places or locations	1.92	0.76	-1.22	0.14
15	To describe people	1.89	0.77	-1.28	0.20
16	To prescribe medicine	1.84	0.88	1.61	0.92
17	To give instructions at work	1.81	0.81	-1.40	0.36
18	To invite	1.77	0.73	-1.04	0.42

The table above reveals that the two most important purposes of writing were to report and to give academic information. The amount of writing practice for various purposes ranged from moderate to much.

Tables 10.1 and 10.2 concern the translation skills.

Table 10.1

Content of Translation

1 = little, 2 = moderate, 3 = much

Rank	Content	X	S.D.	Kurtosis	Skewness
1	Textbooks	2.79	0.49	4.24	-2.23
2	Articles	2.68	0.56	1.43	-1.54
3	Reports	2.66	0.56	1.10	-1.43
4	News from newspapers	2.37	0.67	-0.69	0.61
4	Utterances	2.37	0.69	-0.73	-0.64
6	News from radio	2.18	0.72	-1.01	-0.27
7	Instructions	2.04	0.81	-1.46	-0.07
8	Application letters	2.01	0.80	-1.42	-0.02
9	Order letters	1.95	0.82	-1.52	0.10
10	Personal letters	1.80	0.75	-1.15	0.35
11	Complaint letters	1.65	0.73	-0.85	0.66

Textbooks, articles and reports should be the content used for practicing translation more than news, utterances, instructions and letters. The amount of practice ranged from moderate to much (X + 1.65 - 2.79).

Table 10.2

Purposes of Translation

1 = little, 2 = moderate, 3 = much

Rank	Purposes	X	S.D.	Kurtosis	Skewness
1	To publish	2.43	0.70	-0.56	-0.83
2	To pass information on to colleagues and supervisors	2.28	0.72	-0.98	-0.48
3	To relay information to to the mass media	2.14	0.75	-1.17	-0.23
4	To report to supervisors	2.11	0.78	-1.34	-0.19

Table 10.2 indicates that moderate amount of practice was needed to practice translation for the purposes of publishing, giving information and reporting to supervisors.

Conclusions and Discussion

The findings presented in the tables are a summary of the findings from the twelve faculties in the survey. The design of English language syllabuses for each discipline or each filed of study should be based on the findings from each faculty, instead of the summary which gives only a global picture of the needs for English. However, we may conclude that, on the whole graphic communication is more needed than oral communication, and that general English courses may be geared towards personal or social purposes, whereas the EAP courses should focus on the students' future lines of work or

careers. For designing the graduate English syllabuses, mapping of language needs profiles should be done in terms of the four university disciplines: humanities, social sciences, physical sciences and biological sciences.

STEP FOUR

For fiscal year 1983 CULI was granted funds from the Royal Thai Government to conduct a comparative research study on teaching/learning approaches at graduate level. The purposes of the research were to find out:

1. the suitable teaching/learning approaches
2. the attitudes and personalities of graduate students
3. the relationships among proficiency levels of the subjects, their attitudes towards teaching/learning approaches, their personalities and their English achievement
4. teachers' attitudes concerning approaches to teaching /learning English and the relationships between these variables and students' English achievement.

Sample

Subjects of the study were graduate students in both first and second years. They were in Education, Computer Engineering and Biological Science.

Instruments

The instruments consisted of:

1. a standardized cloze test to establish the subjects' proficiency levels rated as high, middle, and low
2. three sets of texts in the areds of study skills, reading comprehension and EAP. These texts were chosen from those produced by commercial publishers.

3. an achievement test

4. a personality inventory translated from Eyesenck

5. questionnaires on attitudes towards English learning

6. questionnaires on attitudes towards teaching/learning approaches: self-instruction, direct-teaching and personalizing instruction.

Data Collection

Sixty-three students were involved in the study. They were divided into nine groups as follows:

Teaching/Learning Approach

Proficiency Level	Direct Teaching	Self-Instruction	Personalizing Instruction
High	7	7	7
Mid	7	7	7
Low	7	7	7

Nine instructors were involved in the project. They were responsible for 27 contact hours and 54 assignment hours. To minimize teacher effects, among the 27 contact hours, each teacher spent 9 hours teaching students using each approach. Personality inventories, attitude and opinion questionnaires and the achievement tests were administered to the subjects. Results of the study are in the report entitled **Comparative Study of English Teaching and Learning at Graduate Level by Direct Teaching, Self Instruction, and Personalizing Instruction.**

CONCLUSIONS

Step One

Findings from Step One indicated that types and levels of English skills needed by the three sectors of the Thai society: the government agencies, the state enterprises, and the business sectors. Among the five skills, reading was most needed. The findings might serve as background for syllabus design and curriculum planning for various levels of education.

Step Two

Results of the survey on English program management in seven other institutes of higher education might guide the designers of the CULI graduate English syllabus in the external aspects of the curriculum which impinge on program administration. Consideration regarding the questions whether graduate English should be elective or required, non-credit or with some credits, general English or EAP, etc. can be given in advance of program implementation and significantly before materials preparation/selection.

Step Three

The needs assessment survey in the context of Chulalongkorn University yielded profiles of the English needs of various faculties and disciplines. The decision as to whether the graduate English program should be faculty /discipline specific or general would lead to guidelines for syllabus designers and materials developers.

Step Four

Teaching/Learning approaches to suit student ability should be studied. The interplay between the cognitive and affective domains needs to be analyzed. The findings of Step Four of CULI's syllabus design for graduate programs would be useful in considering which teaching method to be used in which course and for which group of students.

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